

Report Date: 28 Apr 2012

**Summary Report for Individual Task
081-833-5006
Apply Resilience Skills and Competencies Using Real-Time Resilience (RTR)
Status: Approved**

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DESTRUCTION NOTICE: None

Condition: You are dealing with a situation in your unit or in your personal life that is resulting in negative, counterproductive thoughts. You are experiencing strong feelings of anxiety. These feelings of anxiety are causing you to be distracted and you are having difficulty fully focusing on the situation at hand. There are no other personnel or equipment requirements for this individual task. This task should not be trained in MOPP.

Standard: Identify the resilience skill of Real-Time Resilience (RTR). Describe the use of Sentence Starters to better structure your thinking, reduce strong emotions and craft Real-Time Resilience responses to your counterproductive thoughts. Accurately describe the three Sentence Starter responses that provide evidence, optimistic thinking or puts the situation into perspective and enables greater concentration and focus.

Special Condition: None

Special Standards: None

Special Equipment:

Safety Level: Low

MOPP: Never

Task Statements

Cue: None

DANGER

None

WARNING

None

CAUTION

None

Remarks: None

Notes: TRAINING TIPS FOR THE TRAINER

1. Prepare yourself.
 - a. Obtain training guidance from your chain of command on when to train, which Soldiers to train, availability of resources, and the training site location.
 - b. Obtain the training objective (task, condition and standard) from the task summary.
 - c. Ensure you are familiar with the task by reviewing the task summary and the references in the reference section. Practice teaching the task or, as necessary, have someone train you the task.
 - d. Select a training method.
 - e. Prepare a training outline consisting of informal notes on what you want to cover during your training session.
 - f. Practice your training presentation.
2. Prepare the resources.
 - a. Coordinate for use of training aids and devices.
 - b. Obtain the required resources identified in the condition statement for this task.

- c. Prepare the training site according to the condition statement and evaluation preparation section of the task summary as appropriate.
- 3. Prepare the Soldier.
 - a. Inform the Soldier which task is to be performed and how well it must be performed. Refer to the standard statement and evaluation preparation section as appropriate.
 - b. Caution the Soldier about safety, environment and security.
 - c. Provide any necessary training on basic skills that Soldiers must have before they can be trained on the task.
 - d. Pretest each Soldier to determine who requires training in specific areas by having the Soldier perform the task. Use DA Form 51 64-R and the evaluation guide in each task summary to make this determination.
- 4. Train the Soldiers who failed the pretest.
 - a. Demonstrate how to perform the task or the specific performance step(s) to those Soldiers who could not perform the task to standard. Have Soldiers study the appropriate materials.
 - b. Have Soldiers practice the task until they can perform it to standard. Provide necessary feedback to the Soldier.
 - c. Evaluate each Soldier using the evaluation guide.
- 5. The reference for this individual task, The Resilience Factor: 7 Keys to Finding Your Inner Strength and Overcoming Life's Hurdles, Karen Reivich, Ph.D and Andrew Shatte', Ph.D., 14 October 2003, can be found by contacting your unit Master Resilience Trainer (MRT).

Performance Steps

1. Describe the Resilience Skill Real-Time Resilience (RTR).

Note: As necessary, review Individual Tasks 081-833-5000, Apply Resilience Skills and Competencies Using the ATC Model, 081-833-5004, Apply Resilience Skills and Competencies Using Problem Solving and 081-833-5005, Apply Resilience Skills and Competencies Using the Put It In Perspective (PIIP) Concept.

a. Real-Time Resilience shuts down counterproductive thinking to enable greater concentration and focus on the task at hand.

b. Real-Time Resilience involves proving your thoughts false with evidence, thinking optimistically and putting the situation or event (Activating Event) into perspective.

c. Real-Time Resilience is an internal skill used to challenge your own counterproductive thinking. It is used to fight back against negative, counterproductive thoughts as soon as they occur and help you keep a more accurate and realistic perspective. It helps you to remain task-focused when your thoughts may be a distraction from that immediate task or goal. Real-Time Resilience helps you to remain motivated.

d. Real-Time Resilience should be used to prepare for an anticipated Activating Event in order to lower your anxiety, anger or other strong emotions so you are able to perform well under tough circumstances with a positive attitude.

e. Real-Time Resilience is not to be used out loud or to argue back against a Family member, friend or superior – it is NOT a tool for insubordination.

2. Describe Self-Talk.

Note: Trainer may point out that self-talk is often referred to as our "internal radio station."

a. We all have an inner voice, or "self-talk" that we listen to.

Note: Trainer may point out that it's estimated that the average individual's inner voice "speaks" to them around 300-1,000 times a minute.

b. Unfortunately your self-talk can be either productive or counterproductive. You can use "sentence starters" to challenge this inner voice when these thoughts are negative and/or counterproductive.

3. Describe the Use of Sentence Starters.

a. Sentence Starters help to structure your thinking so you can craft effective Real-Time Resilience responses to these counterproductive thoughts.

b. Use these three examples of Sentence Starters when applicable, to complete a sentence (thought) with a Real-Time Resilience Response. Using the scenario, "During an inspection, you mistakenly failed to account for an important piece of equipment."

(1) Example 1: A Sentence Starter may be used to prove your thought false with evidence:

Note:

(a) "That's not (completely) true because..."

Note: Trainer should have the Soldier complete the sentence (thought) using this Sentence Starter.

(b) Completion of sentence (thought), "I messed up and they will never trust me again." using this Sentence Starter: "That's not (completely) true because I acted quickly once I realized the error. I took responsibility for my actions and corrected the mistake."

(2) Example 2: A Sentence Starter may be used to generate a more optimistic way of seeing it:

Note:

(a) "A more optimistic way of seeing this is..."

Note: Trainer should have the Soldier complete the sentence (thought) using this Sentence Starter.

(b) Completion of sentence (thought), "My commander will think I'm useless..." using this Sentence Starter: "A more optimistic way of seeing it is that he/she will understand that I corrected the situation and have learned from my mistake."

(3) Example 3: A Sentence Starter may be used to Put It In Perspective:

(a) "The most likely implication of this is..."

Note: Trainer should have the Soldier complete the sentence (thought) using this Sentence Starter.

(b) Completion of sentence (thought), "I'm never going to get promoted..." using this Sentence Starter "The most likely implication of this is that I'll need to work extra hard to solidify my reputation. I can speak to my First Sergeant to get his/her advice."

4. Describe Common Pitfalls While Using Real-Time Resilience.

a. Dismissing the grain of truth; acknowledge what may be true without exaggerating it or blowing it out of proportion.

b. Minimizing a situation; acknowledge that the situation or event does matter while keeping it in perspective.

c. Rationalizing or excusing your contribution to a problem; take responsibility without being overly self-critical to the point of being counterproductive.

(Asterisks indicates a leader performance step.)

Evaluation Preparation: SETUP: Provide the Soldier with the equipment and/or materials described in the conditions statement as appropriate.

BRIEF THE SOLDIER: Explain what is expected of the Soldier by reviewing the task standards.

PERFORMANCE MEASURES	GO	NO-GO	N/A
1. Described the Resilience Skill Real-Time Resilience (RTR).			
2. Described Self-Talk.			
3. Described the Use of Sentence Starters.			
4. Described Common Pitfalls While Using Real-Time Resilience.			

Supporting Reference(s):

Step Number	Reference ID	Reference Name	Required	Primary
	0-7679-1191-1	The Resilience Factor, Karen Reivich, Ph.D and Andrew Shatte, Ph.D	No	No

Environment: Protection of the environment is a continuous process that begins with deliberate planning. Units must teach this individual task in ways that minimize environmental impacts. Units will comply with all environmental laws and regulations. This includes all federal, state, local, and Host Nation laws, some of which are outlined in TC 3-34.489, The Soldier and the Environment. Refer to FM 3-34.5, Environmental Considerations and GTA 05-08-002, Environmental-Related Risk Assessment.

Safety: In a training environment, leaders must perform a risk assessment in accordance with FM 5-19, Composite Risk Management. Leaders will complete a DA Form 7566 COMPOSITE RISK MANAGEMENT WORKSHEET during the planning and completion of each task and sub-task by assessing mission, enemy, terrain and weather, troops and support available-time available and civil considerations, (METT-TC). Note: During MOPP training, leaders must ensure personnel are monitored for potential heat injury. Local policies and procedures must be followed during times of increased heat category in order to avoid heat related injury. Consider the MOPP work/rest cycles and water replacement guidelines IAW FM 3-11.4, NBC Protection, FM 3-11.5, CBRN Decontamination. In a training environment, leaders must perform a

risk assessment in accordance with FM 5-19, Composite Risk Management. Leaders will complete a DA Form 7566 Composite Risk Management Worksheet during the planning and completion of each individual task. Prior to teaching this individual task, address all safety issues that are unique to the environment in which the training will be conducted (for example: fire evacuation plan, heat/cold weather concerns, emergency situations, etc.). Note: During MOPP training, leaders must ensure personnel are monitored for potential heat-related injury. Consider the MOPP work/rest cycles and water replacement guidelines in accordance with FM 3-11.4, NBC Protection and FM 3-11.5, CBRN Decontamination.

Prerequisite Individual Tasks :

Task Number	Title	Proponent	Status
081-833-5000	Apply Resilience Skills and Competencies Using the ATC Model	081 - Medical (Individual)	Approved

Supporting Individual Tasks :

Task Number	Title	Proponent	Status
081-833-5004	Apply Resilience Skills and Competencies Using Problem Solving	081 - Medical (Individual)	Approved
081-833-5005	Apply Resilience Skills and Competencies Using the Put It In Perspective (PIIP) Concept	081 - Medical (Individual)	Approved

Supported Individual Tasks : None

Supported Collective Tasks : None